



## *Religious Education Materials to Accompany FWCC-QuakerSpeak Videos*

Lesson planning can be a kind of spiritual discipline. We hope the experience of preparing is engaging, enjoyable, and fruitful for you as a Friend. A rich array of material is provided here for different ages along with tips for designing a lesson. Additional resources are available in the **Community of Practice Resource Guide**. *Use what works for you and leave the rest.*

### **Contents:** *How Many Quakers Are There in the World?*

<http://QuakerSpeak.com/how-many-quakers-are-there-in-world>

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One of the joys of FWCC work is that you meet so many good and interesting people, Friends who are committed to connecting Friends and crossing cultures. However, when we step out of our comfortable circles of the people we know, we encounter Friends who have different ways of expressing themselves, theologically and culturally, and it can be hard to understand Friends from different geographic, class, ethnic, or age groups. We know from experience that our good intentions to love one another are not enough, that we all have room to improve our skills in speaking so that others can understand us, listening beyond the words, and forgiving when others hurt us, even unintentionally. In all cases, love and mercy and patience and forgiveness will be needed.

## Advices for Global-Mindedness:

- We need to instill a basic sense of care and concern for the whole human family. Our children need to know their way around the world.
- We are patient. We tolerate some unknowingness as we explore beyond our own experiences, home or community.
- Be open to the possibility that because of the journey, we may return to better understand ourselves and our community.
- We “listen with our whole selves” as the Faith & Play™ story says—with our bodies, our minds, our imaginations and our souls. We try listening beneath the words. We open ourselves to all of the non-verbal channels of communication.
- We get as far as we can with listening for meaning and rest in that.
- Invite the Light/God into those lingering questions.
- If you find you’re upset by something you hear or experience, try to practice some Quaker self-care. Use “The Prayer of Three Breaths,” on page 9 of the **Community of Practice Resource Guide**.

## Queries to Prepare Our Hearts:

### *How Many Quakers Are There in the World?*

- How is my family like the world family of Friends? Are there differences among us along with traditions and experiences that we share?
- What do we know or wonder about how Quakers came to be in many different regions of the world?
- Where do we find the common threads of our faith, practice and witness in the world?
- How do we experience the Light in Friends when there are linguistic, cultural and theological differences among us?
- How can inter-visitation be a tool for growing understanding and love among Friends, as well as a way to share our ministries and witness in the world?
- How can Friends from across the globe work together to build a global community that helps transform and heal the world with love?

## Download the FWCC World Map:

<http://fwcc.world/wp-content/uploads/2017/09/fwccworldmap2017.pdf>



# Sample Session for Adults:

## *How Many Quakers Are There in the World?*

### **Preparation in the Days Before: Inward and Outward**

1. Invite Friends to be part of the program (see “World Quaker Day” poster, before October 2); gather supplies and copy photo release forms; ask others to support hospitality, photos and documentation of the event.
2. Consider suggested queries on page 2 and prepare “take home queries.”
3. Spend some time with Bible passages, for example:  
*Your word is a lamp to my feet and a light to my path.* (Psalm 119:105)  
*And people will come from east and west, and from north and south, and recline at table in the kingdom of God.* (Luke 13:29)
4. Watch the QuakerSpeak video, “How Many Quakers Are There in the World?” and familiarize yourself with the discussion questions at the end. (see link below)
5. Read the guidelines for worship sharing or small-group facilitation on pages 9 and 14 of the **Resource Guide**.
6. Test the tech set up where you will gather. (see page 10 of this document for Tech Tips)

### **Opening:**

“Good morning, Friends. Thank you for gathering together. My name is \_\_\_\_\_, and today we are going to be exploring \_\_\_\_\_.”

### **Building the Circle:**

1. Introductions around the circle
2. Warm-up Activity: Singing together from the suggested hymns on page 8.

### **Core Activity:**

1. Show QuakerSpeak video, “How Many Quakers Are There in the World?” <http://fdsj.nl/how-many-quakers> (Note: If you are meeting in a multigenerational group, a suggested age for QuakerSpeak video viewing is 12 and up.)
2. Invite Friends to share reflections on George Fox’s quote from atop Pendle Hill: *“From the top of this hill the Lord let me see in what places he had a great people to be gathered.”* How does Fox’s vision align with our experiences among Friends and in relationship to the video? With the theme of World Quaker Day, “Inspired by Faith - Witnessing Together in the World”
3. (Alternately, invite Friends to reflect on the questions at the end of the video. Use worship sharing practice or facilitate a discussion around the queries.)

### **Closing:**

1. Thank Friends for their presence and participation.
2. Give out slips of paper with “take home queries” on one side and FWCC SoA website address on the other side: [www.fwccamericas.org](http://www.fwccamericas.org). Suggested queries on page 2 of this resource.
3. Close the time by sharing a moment of silence in gratitude for the time together, or ask an elder in the group to offer a prayer of thanks and going forth.

### **Leader Reflection and Debrief:**

Complete Evaluation for FWCC online or in the **Resource Guide**.

# Sample Lesson for Children:

## *How Many Quakers Are There in the World?*

### **Preparation in the Days Before: Inward and Outward**

1. Communicate with the community, including families, about the program (see “World Quaker Day” poster, if before October 2); copy photo release forms; ask others to support hospitality, photos and documentation of the event.
2. Consider suggested queries on page 2 of this resource. Which ones might you lift up to the children in your circle at meeting?
3. Read “Guiding Principles of Lesson Planning for Children’s Religious Education” on page 11 and guidance for wondering with children on pages 12-13 of the **Resource Guide**.
4. Watch the video “*Nurturing the Spirituality of Children*” [vimeo.com/156188392](https://vimeo.com/156188392)
5. Gather materials: copies of FWCC map; copies of world maps ([www.freeworldmaps.net](http://www.freeworldmaps.net)); book; art materials; globe (optional).

### **Opening and Building the Circle:**

1. Welcome and introductions — “Good morning, Friends. My name is \_\_\_\_, and I am so glad to see you all today. We’re going to explore where we might meet other Friends in the world.” Share names around the circle.
2. Share words of welcome in other languages where Friends live in the world. Ex: *Yokoso* (Japanese); *Bienvenido/a* (Spanish); *Kuwakaribisha* (Swahili); *Velkommen* (Norwegian)

### **Core Activity:**

1. Lay out a physical world map for children to look at and explore; add the FWCC map to the display. Can the group identify on the world map where Friends live, using the FWCC map? (If you have a globe you can use, share this to have a better sense of distances.)
2. Lift up a shared concern among Friends who live in these different places: peace. Read the book “Can You Say Peace?” by Karen Katz (available in libraries and from Scholastic Books in English and Spanish [www.scholastic.com](http://www.scholastic.com))
3. Questions to discuss afterward:
  - I wonder, what you noticed about the pictures of the children and their homes and families?
  - I wonder what kind of things make you feel peaceful?
  - I wonder what we can do to help others feel peaceful?
4. Ask children to draw pictures of what peace looks like, or of peaceful place or people. (They might also journal or use other art materials to create these representations.)
  - Add the word “peace” in different languages to the pictures and display around the room or share with the meeting to use as greetings that recognize there are Friends around the world hoping for peace.

### **Closing:**

1. Thank the circle of children for their work together.
2. Do a “heart sharing” around the circle: each participant offers one word or phrase to describe their experience and/or how they are feeling.
3. Close the time by sharing a moment of silence in gratitude for the time together, or offer a prayer of thanks and going forth.

### **Leader Reflection and Debrief:**

Complete Evaluation for FWCC online or in the **Resource Guide**.

# Sample Multigenerational Session: *How Many Quakers Are There in the World?*

## **Preparation in the Days Before: Inward and Outward**

1. Communicate with the community, including families, about the multigenerational program (see “World Quaker Day” poster, if before October 2); gather supplies and copy photo release forms; ask others to support hospitality, photos and documentation of the event.
2. Consider suggested queries on page 2 of this resource.
3. Gather materials: See lesson plan for “Gathering in Worship Around the Globe” on page 6. Materials include paper (perhaps paper plates), crayons, markers, tissue paper and other materials to make rays of the sun. You can use sticks or dowels to attach to the suns so that they can be held up.

**Opening and Framing:** Welcome the group and introduce the idea of World Quaker Day — “As the sun rises in each area of the world, we want to remember that Quakers are worshipping through every time zone, celebrating our deep connections across cultures and Quaker traditions. We are united in love and can accompany each other on this special day that draws us together. As we worship, let us hold each other in prayer and thanksgiving, and let our hymns of praise resound across the world.”  
(from the WQD website: [www.worldquakerday.org](http://www.worldquakerday.org))

## **Building the Circle:**

1. Introductions: share names around the circle.

## **Core Activity:**

- See page 6 of this resource for a guide to this multigenerational activity.
- Note that the art project of making “suns” might happen in an earlier week as part of a First Day program.
- After a period of waiting worship as described in the lesson, you might sing “Who Put the Colors in the Rainbow?” together (hymns on page 9).
- For additional guidance with semi-programmed worship, see page 10 of the **Resource Guide**.

## **Closing:**

1. Thank the group for sharing this time together.
2. Invite Friends to share “goodbye” in other languages they know; alternately, prepare a basket of these words for Friends to share with one another.  
(*jikisiñkama, adiós, adieu, aloha, ciao, sayonara, kwaheri, namaste*)

## **Leader Reflection and Debrief:**

Complete Evaluation for FWCC online or in the **Resource Guide**.

## Gathering in Worship Around the Globe

This multigenerational activity illustrates the path of the rising sun as it moves across the world in a day, and gathers the community for worship. World Quaker Day begins in New Zealand and the sun rises for Friends across the globe, moving westward.

1. Have materials on hand to make representations of the sun -- paper (perhaps paper plates), crayons, markers, tissue paper and other materials to make rays of the sun. You can use sticks or dowels to attach to the suns so that they can be held up. (This art activity might also come the week before in a First Day program for children.)



2. Gather the meeting community, and have the adults form a circle. They should engage quietly with one another, perhaps greeting one another as though they have just awakened from sleep.

3. The children walk their suns around the circle, starting "east" and "moving west," transforming each person in the circle into a quiet worshipper settled into worship. Children continue around the circle until the suns have travelled the whole circle of adults and the group is gathered in silent, waiting worship. Children then join the adults in the circle.

4. Another multigenerational worship activity may follow, or a period of waiting worship. The suns might be placed in the center of the circle when the children join it.

*- Based on a lesson created by the First Day School/Young Friends Group at Orlando Monthly Meeting, Orlando, Florida (photo: World Quaker Day 2015)*



## World Quaker Day 2015 at Hill House Meeting Accra, Ghana (West Africa)

*This story could be read with an older group of youth or the whole meeting community. See queries for discussion at the end, and consider planning a service activity to accompany the reading/discussion.*

Coming together once a while to tidy up Hill House meeting is not new. Members often do this when there is a big task ahead and all hands are needed on deck. Friends at Hill House Meeting decided that during World Quaker Day, October 4, 2015 they would organize a clean-up not only at the meeting place but the surrounding community. The clean-up was necessary because of many reasons. Members felt it was a community service, and was also in line with the decision of the authorities to set aside a weekend in every month for Ghanaians to carry out cleaning of their communities which the city authorities are finding difficult to contain.



One of the biggest source of waste in Ghana is indiscriminate disposal of plastic bags. With poor drainage system, the result of the choking of waterways by plastic was responsible for recent floods in parts of Accra. As part of the measures to curb the misuse of plastic especially those which are not bio-degradable, the government has banned the use of some grades of plastic but the environment still has litter. On World Quaker Day, Friends at Hill House had a lot of work to do in the neighborhood.

Meeting is considering how appropriate litter bins could be installed at vantage points in the locality to minimize littering and has also proposed to start producing cotton shopping bags. This is to reduce the use of plastic bags and their subsequent littering. It was suggested the shopping bags could carry useful environmental protection messages. A member of the meeting who is a textile designer says the project is viable and once logistics is in place, the project will take off. A friend remarked “the clean-up had renewed our interest in helping to tackle the sanitation problem in our own small ways.” Hill House meeting would appreciate other ideas and suggestions the group can initiate in sanitation.

As part of activities marking the day, the Treasurer of Hill House, Edwina Assan granted Radio Ghana, the national broadcaster a radio interview. In a four-minute interview, she spoke about the importance environmental cleanliness and the activity the meeting carried out in marking World Quaker Day. She mentioned that Quakers all over the world carried out some transformational activities, Edwina spoke about the history of Quakers, how Quakerism was introduced in Ghana by some of the pioneer British teachers of Achimota School and the significant roles Quakers have been playing in maintaining peace as well as protecting human rights.

On why little is known about the group in Ghana, Edwina told Radio Ghana, that, “Quakers don’t advertise as other churches do... our strength stands out in our activities.”

<http://www.worldquakerday.org/2015/africa.html>

### QUERIES:

- *How do the experiences described by Friends at Hill House connect with or remind you of your own experiences among Friends?*
- *What can your meeting do about litter or clean-up in your own community?*
- *In what other ways could Friends reach out and show caring and connection to the larger community around your meeting or church?*

# **Bibliography and Resources for** *How Many Quakers Are There in the World?*



## **Games to Gather Us (multigenerational):**

Multicultural, Cross-cultural & Intercultural Games & Activities —

<http://wilderdom.com/games/descriptions/HaveYouEver.html>

Children’s Folk Games from Around the World — <http://www.estcomp.ro/~cfg/games.html>

## **Videos:**

**If group is multigenerational, suggested age for QuakerSpeak viewing is 12 and up.**

*Why I Worship With Other Kinds of Quakers*

[quakerspeak.com/why-i-worship-with-other-kinds-of-quakers/](http://quakerspeak.com/why-i-worship-with-other-kinds-of-quakers/)

*Listening in Tongues* [QuakerSpeak.com/listening-in-tongues-being-bilingual-quaker-value](http://QuakerSpeak.com/listening-in-tongues-being-bilingual-quaker-value)

*What’s the Difference Between “Programmed” and “Unprogrammed” Quaker Worship?*

[quakerspeak.com/difference-between-programmed-unprogrammed-quaker-worship](http://quakerspeak.com/difference-between-programmed-unprogrammed-quaker-worship)

*How Did Quakers Come to North America?* [quakerspeak.com/quakers-come-north-america/](http://quakerspeak.com/quakers-come-north-america/)

*Nurturing the Spirituality of Children:* [vimeo.com/156188392](http://vimeo.com/156188392)

## **Hymns and Songs:**

*Friends Forever*

*All Things Bright and beautiful*

*All People That On Earth Do Dwell*

*How Great Thou Art*

*Who Put the Colors in the Rainbow?*

*Go Tell It On the Mountain*

*If We Are the Children of God*

*Here I Am Lord*

*A Song of Peace*

*As We Leave This Friendly Place*

## **Reading for Adults:**

*The Great Commission*

16 Then the eleven disciples went to Galilee, to the mountain where Jesus had told them to go.

17 When they saw him, they worshiped him; but some doubted. 18 Then Jesus came to them and said, “All authority in heaven and on earth has been given to me. 19 Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, 20 and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.” (Matthew 28:16-20 New International Version)

Read and meditate on *Psalm 98* in the Bible.



*A Quaker in the Zendo*, Steve Smith, Pendle Hill Pamphlet #370, [pendlehill.org/product-category/pamphlets](http://pendlehill.org/product-category/pamphlets)

Explore *Faith and Practice* from around the world, Quaker Information Center, [quakerinfo.org/quakerism/faithandpractice](http://quakerinfo.org/quakerism/faithandpractice)

**From Barclay Press:** <http://www.barclaypressbookstore.com>

- *The Indians' Friends: Quakers and Native Americans in the Seventeenth Century* by James D. Le Shana
- *Missions by the Spirit* by Ron Stansell
- *Unlocking Horns* by David Niyonzima and Lon Fendall
- *When the Rain Returns* - Describes the experiences and analyses of an International Quaker Working Party, composed of eleven Quakers and three friends-of-Quakers, who visited Israel, Palestine, and neighboring countries.

### **Books for Children (ages 0-99):**

*Tariq & Mika* by Annelien Wehrmeijer

*National Geographic Picture Atlas of Our World* (1994)

*Material World: A Global Family Portrait* by Peter Menzel

*Children Just Like Me: A Unique Celebration of Children Around the World* by Anabel Kindersley and Barnabas Kindersley

*A Life Like Mine: How Children Live Around the World*, DK Publishing and UNICEF

*Me on the Map* by Joan Sweeney

*Old Turtle and Old Turtle and the Broken Truth* by Douglas Wood

### **Suggested Stories About Listening for Godly Play® and Faith & Play™ Practitioners:**

**Godly Play:**

*Creation (Volume 2)*

*Parable of the Mustard Seed (Volume 3)*

**Faith & Play:**

*The Story of Mary Fisher*

*Living the Ways of the Spirit*

*The Good Shepherd and World Gathering\**

(\*an adaptation for Friends — contact Melinda Wenner Bradley at [faithandplaystories@gmail.com](mailto:faithandplaystories@gmail.com))

Friends interested in using Faith & Play™ (or Godly Play®) stories as religious education resources should be aware that there is a particular method of storytelling and supporting children's spiritual lives that these stories employ. More information about Faith & Play and Godly Play for Friends, including training opportunities, can be found on the website: <http://www.fgcquaker.org/faith-and-play>.

### **Quaker Religious Education Curriculum for Children and Youth:**

*Becoming Friends* curriculum, used with the book, *Eight of a Kind* by Betty Hockett,

[Www.Barclaypressbookstore.Com/Becoming-Friends-Leader.Html](http://www.Barclaypressbookstore.Com/Becoming-Friends-Leader.Html)

*The Peaceable Kingdom: Lessons For All Ages To Assist In Exploring The Friends Peace Testimony*. Edited And Updated By Children And Young People At Yearly Meeting Group

[Www.Pym.Org/Publications/Pym-Curricula/The-Peaceable-Kingdom](http://www.Pym.Org/Publications/Pym-Curricula/The-Peaceable-Kingdom)

*Finding the Light in You: Bright Silent Worship With Young Friends*, Marjorie McKelvey Isaacs, 2016. Available from QuakerBooks of FGC [www.quakerbooks.org](http://www.quakerbooks.org)

## **Wider Quaker Fellowship pamphlets relevant to *How Many Quakers Are There in the World?***

*Instruments of Peace and Love in the Hands of God* — Ramón González-Longoria Escalona  
Summary: Chapter from book "Walk Worthy of Your Calling." Cuban pastor's short history of life in Cuba YM in the 1960s and 70s and how he came to the ministry. [PDF \(459K\)](#)

*Kicked by God* — Sok Hon Ham

Summary: Korean Friend describes his life and his conversion to Christianity and then Quakerism. [PDF \(494K\)](#)

*One Body with Many Parts* — Joyce (Dududzile) Mtshazo

Summary: Talk given at FWCC 50th Anniversary. A South African Friend describes Quakerism in her country and what it was like for Black South Africans living under apartheid. [PDF \(270K\)](#)

*A Blessed Exchange* — Laura Fowler

Summary: Friend from Mid-America YM and the Friends of Jesus Ministries in Kansas describes how she stays spiritually centered while she does her work. [PDF \(93K\)](#)

*A Call to Quakers for Stepped-up Evangelism* — Miriam Khamadi Were

Summary: Talk given at FUM Triennial in Kenya in 2002. Kenyan Friend's perspective on mission work, appreciating how some Christians have brought a message of peace. [PDF \(137K\)](#)

*To Make Us Whole and Free: A Memorial Tribute* — Marjorie Sykes

Summary: Four excerpts from the writings of a British Friend who moved to India and worked with the Gandhian movement. [PDF \(349K\)](#)

### **Tech Tips for Showing the QuakerSpeak Videos**

1. Test out your tech set-up in advance.
2. Download the video and save the file rather than relying on internet connections.
3. Bring an extension cord or plug adapter as needed.
4. With a small group it may be fine to use a laptop. For a larger group, try to locate a projector. Test it out in the room with the lighting you will have at the time you are going to show it.
5. Confirm that the speakers you have will be loud enough for the room and the size of the group – this is even more important than being able to see clearly.

**Friendly Note:** You may wish to use this lesson on World Quaker Day – the first Sunday in October. For more information, visit [www.worldquakerday.org](http://www.worldquakerday.org)

